**Muchin College Prep DBQ Writing Guidelines**

**Basic Overview:**

Maximum Possible Points: 7

1. **Thesis (0-2)**- HTSs: Argumentation and Targeted Skill

Your thesis MUST directly address ALL PARTS of the question. It must also do more than simply restate the question asked. Be explicit and indicate a specific position that the paper will argue. It also goes without saying, but your thesis MUST be historically accurate

1. **Outside Information (0-1)-** Include analysis of historical examples beyond/outside the documents to support the stated thesis or a relevant argument.
2. **Contextualization (0-1)**- HTS: Contextualization
   1. Accurately and explicitly connect historical phenomena relevant to the argument to broader historical events and/or processes.
3. **Synthesis (0-1)-** HTS: Synthesis

Your response must synthesize the argument, evidence, analysis of documents, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question:

* 1. Additional Source- Recognize and effectively account for disparate, sometimes contradictory evidence from primary sources and/or secondary works in crafting a coherent argument; or
  2. Connections- Appropriately connect the topic of the question to other historical periods, geographical areas, contexts, or circumstances.

1. **Use and Extended Analysis of Documents (0-2)-** HTSs: Appropriate Use of Relevant Historical Evidence, Argumentation and Targeted Skill
   1. Analyze BOTH the content of ALL or ALL BUT ONE of the documents and explicitly use this analysis to support the stated thesis or a relevant argument AND at least one of the following for ALL or ALL BUT ONE of the documents:
      1. Intended Audience- see next page
      2. Purpose- see next page
      3. Historical Context; and/or- see next page
      4. The Author’s Point of View- see next page
         1. NOTE: It is highly suggested that you use ALL of the documents in case you have misunderstood one of the documents (create a safety net for yourself)

**Extended Analysis of Documents Guidelines**

Four ways to extend the analysis of primary sources include correctly analyzing:

• Historical Context

• Audience

• Purpose

• Point of View (POV)

**Historical Context-** Analysis of ‘Historical Context’ involves connecting a document to specific historical events, to specific circumstances of time and place, and/or to broader regional, national, or global processes. Identifying the Historical Context places the document within broader trends contemporary to the source. It might also connect the document across time to earlier and later eras, or across space to events happening in different places.

-To place a document within an historical context, identify the particular historical trend or process in which the document fits. Write a sentence which describes the context, explain how the document participates in that historical trend or process. Include the phrase “the historical context of this document is \_\_\_\_\_\_ ,” and “is shown by \_\_\_\_\_.”

**Audience-** Authors aim what they write to particular groups of people. Observing the ‘intended audience’ of a source involves identifying a person or group the author expects to inform or influence in creating the source. It is very important in constructing your argument about the intended audience that you go beyond what is noted in the source line of the document. Credit for extended analysis of a document will not be granted for mere repetition of an audience identified in the source line.

-If you know the ‘intended audience’ of the author write sentences which describe the audience. In describing author’s intended audience include the phrases “the author’s intended audience was \_\_\_\_\_\_” and “is shown by\_\_\_\_\_\_.”

**Purpose-** Author’s Purpose can be thought of as the goal sought by the author. It involves identifying the author’s endgame, what they hope to accomplish, and why they are writing the document. Common purposes include attempts to inform, to entertain, to persuade, to influence, to teach, to record, requirements of the author’s job or profession, to describe, self-aggrandizement, and/or to regulate (as in laws or rules).

-If you pick up on a ‘purpose’ of the author in producing the document write sentences which describe the purpose conveyed. In describing author’s purpose in creating a source include the phrases “the author’s purpose in writing was to \_\_\_\_\_\_” and “is shown by\_\_\_\_\_\_.”

**Point of View (POV)-**The best way to earn the Point of View (POV) point is to go beyond the basic identity of the source author and the source itself, as described in the document source line. In order to write a successful POV statement, you should try to establish a better understanding of the identity of the author; you can do this by asking yourself questions about the author and the source. What is the author’s profession? What is the author’s gender or social class? What religion does the author follow? Does the author have an identifiable ethnicity, nationality, or other allegiance to a particular group? Once you’ve asked these questions, go further and explain how one of these factors may have influenced the content of the source. Your complete POV statement should both identify an influence that may have shaped the author or source and explain how that particular influence specifically affected the content of the document.

Put simply, to do POV identify an important aspect of WHO the author is, and explain HOW the author’s personhood might have impacted what they wrote.

**Examples of Extended Analysis of Documents**

**Note-** AnalysisMUST go beyond what is stated in the source line of the document and its content.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Author’s Point of View (POV)** | **Intended Audience** | **Intended Purpose** | **Historical Context** |
| **Meaning** | Frame of Reference/Bias | Person and/or Group Targeted | Goal, Reason or Motive | Time and Place (Immediate) |
| **Things to Consider** | *What about their identity causes them to say what they say? How does this specifically influence/impact the content of the document?*  -Profession  -Social Class  -Education  -Race/Ethnicity  -Culture  -Sex/Gender  -Region  -Religion  -Political Affiliation  -Advocate  -Leader  -Opponent  -Activist  -Reformer  -Supporter  -Defender  -Critic  -Owners  -Others? | *For whom was the document created*  *and how might this*  *affect the reliability*  *of the source?*  -Fellow x…  -Voters  -Political Party  -Independent or  Undecided people  -Reading public  -Critics  -Supporters  -Leaders  -Religious group  -Economists  -Women  -Minorities  -Recipient of communication  -News media  -Delegation  -Others? | *Why was the document created?*  -Persuade  -Influence  -Support  -Justify  -Convince  -Advocate  -Motivate  -Entertain  -Inform  -Explain  -Teach  -Inspire  -Criticize  -Critique  -Defend  -Convert  -Record  -Request  -Describe  -Argue  -Oppose  -Emphasize  -Appeal  -Vocalize  -Make  -Condemn  -Others? | *When and where was the document created?*  *How might this affect the meaning?*  *How does it relate to the “big picture?”*  -During or after a time of \_\_\_\_\_\_\_  -Historical Events  -Broader regional, national, or global processes and trends  -At the height of \_\_\_\_\_\_\_\_\_\_\_\_\_\_  -Certain decade  -Connections  -Ties to \_\_\_\_\_\_\_  -War  -Supreme Court case  -Others? |
| **Basic Sample** | “The author’s POV was \_\_\_\_\_” and “is shown by \_\_\_\_\_” | “The author’s intended audience was\_\_\_\_\_” and “is shown by \_\_\_\_\_” | “The author’s purpose in writing was to \_\_\_\_\_” and “is shown by \_\_\_.” | “The historical context of this document is \_\_\_\_\_.” |
| **Sophisticated Sample** | As a politician seeking reelection, he wanted to discuss policies believed to be popular with voters. | His candid words were not surprising since he was directly addressing supporters at a fundraising event for his political party. | He sought to convince undecided voters by identifying common ground with them right before the election. | As someone running for political office in the U.S. during the heightening of the Cold War in the 1950s, he wanted to come across as a strong anticommunist. |

**Tips on Mastering the DBQ**

1. Make sure you are answering the **entire question**, using significant relevant evidence to support your assertions, and writing in a sophisticated manner. To accomplish this, you should READ and REREAD the prompt carefully, identify which historical thinking skill is being assessed, and put the question into your own words. Keep in mind- although this is a document-based question, your analysis should drive the essay.
2. Your essay should not simply describe each document you were given. Chances are, if you write about each document in order (Document 1-7) you have not actually applied the documents to the question.
   1. After you read the prompt, but **BEFORE you read the documents:** write down all of the important significant relevant evidence that comes to mind. Think about the key terms and the presidencies of the time period since it may serve as OUTSIDE INFORMATION. If time permits, write a tentative thesis statement that will give you a frame of reference to consider the documents. This will all help to avoid a “laundry list” of documents which lack any connect to a thesis or argument.
   2. By **organizing** your thoughts and arguments in a logical and coherent manner, and not allowing the order of the documents to dictate the organization, your essay will be clearer for the reader and your argument will be stronger. Avoid the “laundry list” effect!
3. You must use ALL or ALL BUT ONE of the documents… however, it is encouraged that you use ALL of the documents in case you misunderstood one. Do the following in your analysis:
   1. **The Main Idea:** What point is the source trying to convey?
   2. **Significance:** Why is the source important? What inferences can you draw from this document? Ask yourself, “So what?” in relation to the question asked.
   3. **Intended Audience:** For whom was the source created and how might this affect the reliability of the source?
   4. **Purpose:** Why was this source produced at the time it was produced?
   5. **Historical Context**: Where and when was the source produced? How might this affect the meaning of the source?
   6. **Point of View:** Who created the source? What do you know about the author? What is the author’s point of view?
4. Simply paraphrasing documents is unacceptable. Do NOT start sentences with any form of: “Document X says…” the IDEAS of the documents should be the subject of the sentence and NOT the document itself. **Avoid lengthy “direct quotations”** from the documents since YOU are the author of your essay and not the editor of the documents.
   1. When analyzing documents, make sure to explain the MAIN IDEA, HAP-P, and the CONNECTION TO THE THESIS.
5. NOT all of the information needed in the essay comes directly from the documents themselves. Consider **why** each document is included since they are designed to trigger an association with OUTSIDE INFORMATION. Focus on both factual/textual information as well as drawing inferences from the documents. Use as much specific OUTSIDE INFORMATION as possible, including possible counter-arguments, additional sources, and connections. Use INTERPRETIVE COMMENTARY to directly relate the information back to the question by focusing on HOW and WHY.
6. The best way to reference the documents is to simply put the number of the document in parenthesis following the sentence in which you use it. (Doc. 1) Doing so will help both you and the reader keep up with the number of documents being used. Remember, direct your discussion of both document based and outside information toward supporting your thesis! If you feel confident, then do the same for the extended document analysis.
7. Budget your time! The best papers are those which the writer took the time to outline their essay first. Having a well-organized paper helps add a level of sophistication and clarity that will help strengthen your overall argument.

**Format for Writing DBQ Essays**

1. **Introduction**
   1. **Background information** to lay a foundation and provide **historical context** to other events and/or processes
   2. **Thesis Statement (your argument)**
      1. Take a position
      2. Answer the ENTIRE question
      3. Give categories for analysis:
         1. Given
         2. Own
         3. SPRITE/PERSIA, etc.
2. **Contextualization and Outside Evidence Paragraph**
   1. **Contextualization:** Provide contextualization to give shape to the time period in which the prompt takes place
   2. **Outside Evidence:** You must include at least three pieces of **significant relevant evidence** with interpretive commentary (i.e. how and why it is important) to support assertions throughout your paper. Include as much outside evidence as is applicable in this paragraph. If possible you should include the author’s name and title if referencing primary or secondary sources. Summarize the **main idea** of the outside evidence and explain **how it supports and proves your thesis**.
   3. **Transition sentence:** Explain how the foundation you have just built supports your thesis and leads into your first main argument.
3. **1st Body Paragraph:**
   1. **Topic sentence** introducing the most important category to be discussed and relating it to the question asked
   2. **Relevant Evidence:** 
      1. **Document-Based-** Remember to use **ALL or ALL BUT ONE** and include **HAP-P**
      2. **Outside Information-** If applicable include any **significant relevant evidence** with interpretive commentary (i.e. how and why it is important) to support assertions.
   3. **Concluding sentence** wrapping up the paragraph and relating it back to the thesis and transitioning to the new category
4. **2nd Body Paragraph:**
   1. Repeat the steps above: **Note- Transition** may go here instead of in the **concluding sentence** from the paragraph above
5. **3rd Body Paragraph:**
   1. Repeat the steps above
6. **4th Body Paragraph:**
   1. Repeat the steps above
7. **Synthesis:** 
   1. **Connects to a different time period, situation, or place OR connects to another theme not focused on in this prompt.**
   2. **Connections to Thesis**
   3. **Counter-Argument**
8. **Conclusion:**
   1. Summarize all the paragraphs from above with a sentence for each and directly relating them back to the question asked.
   2. Do not add new or irrelevant information and avoid contradicting yourself

***Note-*** *The number of body paragraphs will vary depending on the question and categories. Do* ***NOT*** *buy into preconceived notions of a 5 paragraph essay.*